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| **NC Essential Standards** | | | | |
| **Key Areas of Focus for Social Studies** | | | | |
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** |
| **Cultural Expression** | **Civics and Government** | **History Contributes to One’s Community** | **Economics** | **Environmental Impact** |
| **# of Weeks** | **# of Weeks** | **# of Weeks** | **# of Weeks** | **# of Weeks** |
| **2.C.1**  2.C.1.1  2.C.1.2  2.C.1.3 | **2.C&G.1**  2.C&G.1.1  2.C&G.1.2  **2.C&G.2**  2.C&G.2.1  2.C&G.2.2 | **2.H.1**  2.H.1.1  2.H.1.2  2.H.1.3  **2.G.1**  2.G.1.1  2.G.1.2 | **2.E.1**  2.E.1.1  2.E.1.2  2.E.1.3  2.E.1.4  2.E.1.5  2.E.1.6 | **2.G.2**  2.G.2.1  2.G.2.2 |
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| **Document Key** | | | | |
| **Unit Topic** | | | | |
| **Number of Weeks per Unit** | | | | |
| **Focus Standards for Each Unit**  **G=Geography and Environmental Literacy, C&G=Civics and Government, H=History, C=Culture, E=Economic and Financial Literacy** | | | | |

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| **NC Essential Standards for Social Studies** |
| **History**  **2.H.1 Understand how various sources provide information about the past.**   * 2.H.1.1 Use timelines to show sequencing of events. * 2.H.1.2 Identify contributions of historical figures (community, state, nation, and world) through various genres. * 2.H.1.3 Compare various interpretations of the same time period using evidence such as photographs and interviews.   **Geography and Environmental Literacy**  **2.G.1 Use geographic representations, terms, and technology to process information from a spatial perspective.**   * 2.G.1.1 Interpret maps of the school and community that contain symbols, legends, and cardinal directions. * 2.G.1.2 Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).   **2.G.2 Understand the effects of humans interacting with their environment.**   * 2.G.2.1 Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs. * 2.G.2.2 Explain how people positively and negatively affect the environment.   **Economics and Financial Literacy**  **2.E.1 Understand basic economic concepts.**   * 2.E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers. * 2.E.1.2 Explain the roles and impact producers and consumers have on the economy. * 2.E.1.3 Summarize the concept of supply and demand. * 2.E.1.4 Explain why people and countries around the world trade for goods and services. * 2.E.1.5 Explain how money is used for saving, spending, borrowing, and giving. * 2.E.1.6 Summarize the role of financial institutions relative to savings.   **Civics and Government**  **2.C&G.1 Understand the purpose of governments.**   * 2.C&G1.1 Explain government services and their value to the community (libraries, parks, schools, etc.). * 2.C&G.1.2 Explain how governments establish order, provide security, and create laws to manage conflict.   **2.C&G.2 Understand the roles and responsibilities of citizens.**   * 2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens. * 2.C&G.2.2 Explain why it is important for citizens to participate in their community.   **Culture**  **2.C.1 Understand how various cultures influence communities.**   * 2.C.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). * 2.C.1.2 Recognize the key historical figures and events that are associated with various cultural traditions. * 2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups. |